

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|----------|-----------------------------------|
| 2 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| 0 | K-12 schools |
| 4 | TOTAL |

2. District Per Pupil Expenditure: 8765

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K			0	7			0
1	65	74	139	8			0
2	64	54	118	9			0
3	71	55	126	10			0
4	48	76	124	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							507

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 0 % Asian
 0 % Black or African American
 1 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 98 % White
 1 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 18 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	37
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	48
(3)	Total of all transferred students [sum of rows (1) and (2)].	85
(4)	Total number of students in the school as of October 1.	477
(5)	Total transferred students in row (3) divided by total students in row (4).	0.178
(6)	Amount in row (5) multiplied by 100.	17.820

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 43 %

Total number students who qualify: 219

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 18 %

Total Number of Students Served: 90

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>2</u> Orthopedic Impairment
<u>1</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>49</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>5</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>21</u>	<u> </u>
Special resource teachers/specialists	<u>14</u>	<u> </u>
Paraprofessionals	<u>0</u>	<u> </u>
Support staff	<u>9</u>	<u> </u>
Total number	<u>46</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	95%	96%	96%
Daily teacher attendance	95%	95%	95%	96%	96%
Teacher turnover rate	4%	2%	8%	0%	0%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

Clermont Northeastern Elementary (CNE) is located in the village of Owensville, Ohio. Once known as the Owensville School, with the first graduating class in 1924, it housed grades 1-12. Clermont Northeastern Local School District was created in 1957 with the consolidation of four local villages, including Owensville. The district includes two counties, six townships, and ten zip codes. It covers eighty-five square miles and is one of the largest districts, by land, in Ohio. The majority of the district is farmland.

The Elementary consists of a majority of third and fourth generation residents. Twenty percent of the teaching staff and fifty-one percent of the aides are district graduates. The Elementary building holds a special place in the community's heart. Earlier graduates often bring their grandchildren to school and tell the kids stories about when they attended. The students learn early the importance the Elementary school has played in their family's history.

Due to the fact that the district is a farming community and void of industry, CNE is very "land rich" but "tax money poor". Tax levies are difficult to pass and the district is always in financial difficulty. Recently, the building has seen an increase of students, due to both the reputation of the school's excellence and the availability of low-income housing.

The mission of the Clermont Northeastern Elementary is to provide our students with a safe, challenging child-centered learning environment, which will encourage creativity, individuality and a respect for themselves and their world. Through a cooperative effort of staff, parents, and community, we will provide an opportunity for students to become independent, responsible members of society and lifelong learners.

CNE's teachers are a close-knit group with high expectations. Not meeting those expectations is not acceptable, creating a culture where excellence is expected. New teachers immediately feel that culture and rise to the school's standards. Teachers work many extra hours daily, creating differentiated lesson plans to meet students' individual needs.

Over the past eight years, the school's scores have steadily increased, even as certified teachers and instructional aides have been reduced and budgets drastically cut. Excellent status is just expected. As this culture has taken over the building, we have achieved an Excellent rating each of the past four years and are honored with the Ohio School of Promise Award for 2008-2009.

Building administration is very supportive of the teachers. Both the Principal and Dean of Students encourage teachers to try new strategies and act as resources and support while allowing teachers to "do their jobs". The administration is focusing on the need for students to be strategic readers. Professional development is provided by a literacy expert from the county educational service center. Strategies are presented for teachers to utilize in their instruction in order to improve reading fluency and comprehension. Also, the district spent a portion of the stimulus funds to hire a literacy coach. The literacy coach provides demonstrations of literacy components, sustains mentoring to classroom teachers, and helps improve instruction by engaging teachers in intensive professional development. The administration follows up by the implementation of literacy walkthroughs.

Parents are also very supportive. Community members volunteer weekly and some daily. Elementary staff encourage former students to return and tutor elementary students. CNE collaborates with the University of Cincinnati to provide tutoring for students needing extra support.

Teachers continuously attend workshops, frequently at their own expense, to educate themselves so they are better able to meet students' individual needs. Teachers share information among themselves. Music, art,

physical education and library teachers work with the classroom teachers to support, reinforce and even teach some concepts. Art, music and physical education lesson plans include state indicators. State indicators are knowledge/specific skills that students are expected to demonstrate at each grade level.

Together, the staff, administration, community and students make CNE a very special place to attend school and learn. We all work together toward the same goal: excellence.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Clermont Northeastern Elementary is mandated to administer the Ohio Achievement Test (OAT). The OAT is aligned to Ohio's Academic Content Standards which can be found on the Ohio Department of Education's website: www.ode.state.oh.us. The third grade takes the reading portion of the OAT in the fall. In the spring, the third and fourth grades take the reading and math assessments.

There are five performance levels in which student achievement is measured: basic, limited, proficient, accelerated, and advanced levels. All assessment information is listed on the ODE website as well.

The five year trend shows an overall improvement of scores. Third grade reading reflects the level of proficiency from 80% to 86%. For the Economically Disadvantaged subgroup, the percentage of students who were proficient or above was 65% and rose to 82%.

For the 2004-2005 school year, the percentage of fourth grade students that were proficient or above on the reading assessment was 77%. By the 2008-2009 school year, the percentage had increased to 88%. The percentages for students scoring advanced have increased from 4% to 6%. The Economically Disadvantaged subgroup scoring proficient increased from 73% to 88%. In the Students with Disabilities subgroup, the percentage of students scoring proficient increased 12% from 76% to 88%.

Third grade math scores also show significant gains in the number of proficient students. Proficiency levels rose from 70% in 2004-2005 school year to 94% for the 2008-2009 school year. Advanced scores increased greatly from 12% to 25%. Subgroups also showed significant growth with the Students with Disabilities subgroup increasing from 65% to 75%. In the Economically Disadvantaged Subgroup, the scores increased from 53% to 95%.

Over the past five years, fourth grade math shows an increase of 16% from 70% to 86% in overall proficient scores. The Economically Disadvantaged scores rose 11% from 69% to 80%. The Students with Disabilities subgroup, the scores increased 25% from 38% to 63%.

Ohio's accountability is reported on the LRC (Local Report Card). Every parent in Ohio receives a LRC from the school district in which they reside. The school report card shows the progress the school has made based on four measures of performance: State Indicators, Performance Index, Adequate Early Progress (AYP) and Value-Added. The combination of the four measures is the basis for assigning state designations to schools.

To meet a test indicator, at least 75% of students tested must score proficient or higher on the Ohio Achievement Test. The performance index reflects the achievement of students who are enrolled for the full academic year. The performance index can be compared across years to show district achievement trends. AYP refers to goals that are set for reading and mathematics that schools must meet. All students, regardless of the subgroup, must meet the goals. Failure to meet AYP for consecutive years can result in federal and state consequences. Value-Added rating represents the progress/growth the school has made with students since the last school year. Schools are rated by one of the following: above expected growth, met expected growth or are below expected growth.

Ongoing professional development and curriculum vertical alignment meetings made possible through creative scheduling and assistance from physical education, music and art teachers have provided time for CNE Elementary teachers to learn, develop and share new teaching ideas and strategies. Strong building and

district administrative support allow teachers to be creative and risk-takers as they strive for differentiation in the classroom, allowing them to address individual student needs. Collaboration between the Kindergarten, Elementary School and Middle School have provided the opportunities to continually evaluate curriculum alignment, making sure that there are not gaps or overlaps between what is taught in each grade level and provides extra time for teacher discussion of new strategies. Parent and community involvement work closely with individual teachers with tutoring and implementation of differentiation with struggling students. Because of all of these continuous opportunities and changes and due to a dedicated and caring staff that has created and continues to cultivate a culture of excellence, the CNE Elementary School has raised its Performance Index 9.5% from 92.4 to 101.8 over the past five years. The elementary staff does not accept failure, nor settle for status quo and the expectations continue to rise, working toward even higher scores and performance index each year.

2. Using Assessment Results:

Assessment data is an effective tool that is used by our staff to understand and improve student performance. In October, the third grade is administered the reading portion of the Ohio Achievement Test. Once the school receives the results from the fall administration of the OAT, the building leadership team (Principal, Dean of Students and Instructional Leaders) meet to discuss the results and what types of interventions are needed in order for students to be proficient for the spring administration of the OAT. In January, all third and fourth grade students take a "practice OAT". The teachers are responsible for scoring the assessment. Afterwards, the building leaders meet to discuss the results. The effectiveness of particular interventions are discussed. Decisions are made in relation to continuation, changing or elimination of interventions. Specific student needs are prioritized. Support personnel schedules are changed. Plans are put in place in order to ensure student improvement for the spring administration of the OAT. Before and after school tutoring is offered to any student who did not perform well on the practice OAT. National Honor Society members are invited to tutor students needing additional support. Title I teachers and Intervention Specialists work with students in small group settings.

3. Communicating Assessment Results:

At the beginning of each school year, information nights are held by the grade level instructional leaders. A power point presentation is used to help inform the parents of the requirements of their grade level and to go over all of the Ohio Academic Content Standards on which the students will be tested. Parents then take advantage of the time after the presentation to ask questions and gain valuable information that will help their child's performance on the Ohio Achievement Test.

To give the test scores meaning, it is important to communicate the results in a variety of ways throughout the community. Aside from the fact that the community receives a school report card, the building test results are released to several local newspapers, as well as the metropolitan newspaper. The final test results are listed on the school website. Our school district provides a quarterly newsletter. The newsletter includes articles about the Ohio Achievement Tests and lists building results.

Parents receive a report for their child, which explains the level the student achieved and describes the strengths and weaknesses of the child's results. The report gives suggestions to parents on the needs of the child and strategies to help improve the child's scores. Diagnostic tests are used to determine the academic needs of students and track their progress. Teachers also have individual meetings with parents to discuss the areas where the child can improve, such as parent/teacher conferences and TIAT (Teacher Intervention Assistance Team) meetings.

4. Sharing Success:

It is important to share success stories and strategies with other schools. Frequent meetings are held between the Elementary School and Middle School as well as our Kindergarten building to constantly evaluate and upgrade the vertical alignment of the core curriculum. Art, music, and physical education teachers attend these meetings as well, so they can continually address state indicators in their classes.

Several of CNE's teachers conduct workshops in and out of Ohio throughout the school year to share the ideas and strategies that make our school successful. Many of our Elementary teachers also teach classes and conduct workshops in collaboration with our county educational service center during the summer months. Two of our fourth grade teachers attended the National Science Teachers Association, 2009 National Conference on Science Education. The teachers presented the seminar, "Differentiation Made Easy; Utilizing Student Contracts in the Classroom". Our special area teachers, (art, music, physical education and library), participate in yearly in-service to share the ideas and successful activities they use to incorporate state indicators into their lesson plans. Our current Dean of Students, who was formerly our school's physical education teacher, traveled to several different counties and local schools to conduct workshops on how the brain learns and how to incorporate movement into learning and indicators into lesson plans.

CNE's superintendent, Neil Leist, frequently speaks about the Elementary's successes and awards at local service clubs such as the Rotary and Lions clubs. He has appeared on local cable television stations and has been the guest speaker at the Clermont County Commissioners meetings.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

All core curriculum areas taught are based on the Ohio Academic Content Standards for each particular grade level. All grade level teams have spent the last seven years or more aligning content, activities, textbooks and material selection, and assessments to these standards. Emphasis has been placed on making sure that the rigor of classroom instruction and assessment aligns to the level of Bloom's Taxonomy stated in each grade level indicator.

As part of the Language Arts core, reading instruction is delivered by classroom teachers with the support of intervention specialists and Title I teachers who either work in the classroom alongside the classroom teacher or in small pull-out groups for reteaching and reinforcement. Whole class or small flexible group instruction is employed. Parent volunteers play an important role by tutoring individual students at all grade levels.

For the most part, reading is taught using a basal textbook. However, teachers frequently supplement this with other materials, such as multiple copies of non-fiction text, full-length novels, and/or leveled readers. Many of these additional texts are chosen to facilitate cross-curricular learning. The emphasis in our reading program is comprehension and students are taught problem-solving strategies that aid them in making sense of written language. Students in the first and second grades particularly, are taught phonics and decoding strategies that support their early attempts to make sense of print.

Writing and communication are the two other components of the Language Arts core. Writing and communicating with others is encouraged across all curricular areas. Journals are used for teacher and/or student initiated writing in all content areas. The mechanics of written work are taught using mini-lessons, with teacher modeling, and collaborative group work, such as shared and interactive writing experiences. Some grade levels use a more formal writers' workshop approach to teach the writing process. In addition, students are expected to become effective communicators by speaking, listening, and viewing.

Math instruction is divided into five content standards: Number, number sense and operations; measurement; geometry and spatial sense; patterns, functions and algebra; and data analysis and probability. Textbooks align with the grade level standards and indicators, but are often enriched with numerous hands-on and problem-solving experiences. Student use of the mathematical processes throughout all of these content standards encourages them to explore, make connections, discuss, and explain their thinking in whole and small group settings, both orally and in writing. Math instruction is delivered by classroom teachers in a self-contained classroom setting. Students are supported by intervention specialists and Title I teachers who again, either work in the classroom or in small flexible pull-out groups. Instruction is enhanced by using interactive Smartboards in most classrooms for math.

All grade levels teach six content standards in Social Studies and three in Science. Both disciplines include process skills and methods that are meant to be taught as students are learning these content. The six areas covered in the Social Studies content standards are history, economics, people in societies, geography, government, and citizenship rights and responsibilities. The content standards for Science include earth and space sciences, life sciences, and physical sciences.

Social Studies and Science instruction is either taught by the classroom teacher in a self-contained classroom setting or in some cases, at third and fourth grade, by a teacher who specializes in one particular subject. In this case, students rotate classrooms for these particular subjects. Only some grade levels use a textbook for these subject areas, often in Big Book format. Teachers in all grade levels have worked hard to develop units

of instruction based on the content standards by incorporating literature and non-fictional text, writing, making cross-curricular connections, encouraging project/contracts and hands-on experiments, utilizing content specific field trips, speakers, videos and technology wherever possible. Students are often seen working collaboratively with others, as partners or in small groups. Whole group instruction is also a means of delivery at times.

Music and art teachers follow state and national standards for their special areas, and work hard to integrate grade level standards from Language Arts, Math, Social Studies and Science into their areas of expertise. Students are often introduced to songs or artwork through literature. Vocabulary words are introduced and placed on word walls. Rhyming is often reinforced with songs. Students learn songs that reinforce math skills, such as money recognition, fractions, subtraction, addition, and multiplication facts. Third and fourth graders often perform for audiences using Social Studies themes. In art class, students often create projects that are cross-curricular. For instance, when first graders study geometry in math, they work on art projects that incorporate geometric shapes. Students are often asked to write a reflection on projects completed.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

For our school's reading program, a basal program is utilized with a reading series aligned with Ohio's Academic Standards and Grade Level Indicators. The reading series utilizes a spiraled approach to skill development and mastery. It also includes accompanying readers for students who are below, at and above grade level as well as high interest selections and a mixture of genres that challenge readers. Guided reading, flexible grouping with leveled readers, and small group instruction supports students at their readiness levels, deepens understanding and allows for ongoing assessment. Interdisciplinary units are integrated and incorporate trade books and novel studies, thus providing additional opportunities for differentiated instruction. Students are then able to learn about the same skills/topics across the curriculum, with repeated exposure, which leads to concrete understanding.

The Accelerated Reading (Renaissance Learning) Program complements the entire reading program and encourages students to set and monitor goals, progress at their independent reading levels, and provides immediate and daily feedback on comprehensions skills and student gains. By integrating this independent reading component at individual success levels, students build confidence in their abilities, practice and fluency. Progress is monitored and assessed with weekly criterion referenced testing, teacher observation and computerized testing. Running records and data folders are kept to help support student self-monitoring and goal-setting of comprehension and fluency. Title One Reading Intervention Specialists complete progress monitoring of at-risk students' fluency and word recognition. Woven throughout the entire reading program, which was chosen to help differentiate instruction, are many opportunities for student success as each student is supported toward progress and achievement.

3. Additional Curriculum Area:

Our mission statement at CNE is to provide our students with a challenging, safe, child-centered learning environment, which encourages creativity, individuality and a respect for themselves and their world. Through a cooperative effort of staff, parents and community, we provide an opportunity for students to become independent, responsible members of society and lifelong learners.

One curriculum area that relates to the essential skills and knowledge of our mission statement is math. At CNE, we are able to fulfill our mission statement by providing our students with the problem- solving skills that will be essential for them to succeed in the 21st century. We understand the importance of incorporating NCTM's (National Council of Teachers of Mathematics) mathematical processes into our everyday math experience. Students are learning how to solve problems, represent their mathematical approaches, communicate their insights on material being presented, connecting different mathematical concepts and using

reasoning and proof to make sense of their mathematical thinking; therefore making them become independent learners. As a staff, we work tirelessly to communicate with parents about the skills their children are learning and encourage them to guide their child through their mathematical journey.

Each grade level incorporates a math series, which follows the state indicators and spirals information being taught. Spiraling provides constant revisiting of the skills already introduced. Each classroom relates mathematical skills into the child's daily life by visiting calendar, time and money lessons weekly. Diversifying lessons allows students to move at an appropriate pace based on their individual needs and skill level. The use of manipulatives to introduce skills allows students to use them until they feel ready to move on without the aid. Students are encouraged to work in a safe environment with the classroom teacher closely monitoring their growth. Teachers encourage students to discover multiple ways to solve single problems and share their findings with their classmates. Students are provided with an environment in which they feel willing to take risks academically and are free from ridicule and embarrassment.

4. Instructional Methods:

In order to meet the diverse needs of our students, the staff at CNE must employ many forms of differentiated instruction. One often used instructional strategy is flexible grouping, which allows students to be grouped by need and/or ability but enables them to transition from one group to another as instruction progresses and the need for remediation or enrichment emerges. Flexible grouping of students maximizes the effectiveness of staff as intervention specialists, Title I Staff, parent volunteers, teacher aides and classroom teachers work cooperatively to provide intervention and enrichment designed specifically to meet the needs of each student.

While our district has board-adopted math and reading programs, we also use supplemental programs such as Accelerated Reader (AR) and Developmental Math Assessment (DMA) to provide instruction tailored to the needs of individual students. Each of these programs provides standardized assessments that help diagnose individual needs. AR personalizes student reading levels while DMA focuses on identifying the need for specific skill instruction. Both programs have led to increasing success as measured by individual growth and state-mandated testing for our students.

5. Professional Development:

Because of the school district's financial issues, professional development funds fluctuate year to year. Even with the lack of funds, teachers still participate in many different professional development opportunities. Some teachers attend meetings, seminars, conferences, etc., regardless of being reimbursed from the district.

The district schedules waiver days throughout the school year for teachers to participate in district-provided professional development. The waiver days consist of two full day inservices as well as several two-hour early dismissal days.

Our district works closely with the county educational service center in providing some professional development opportunities. By partnering with the Clermont County Educational Service Center (CCESC), we have been able to provide training to our staff that include: Collins Writing, "Is Class Over Yet" (brain-based research), Developmental Math Assessment (DMA), Literacy Strategies, Differentiation and IMPACT. The training gained from these inservices have directly impacted student learning and achievement.

Our district is in the process of training Pre-Kindergarten through third grade teachers and Title/Intervention Specialists in DMA. DMA is a math assessment tool that helps locate gaps in math knowledge. DMA also helps to provide effective intervention lessons for at-risk students struggling in math. Students are given the DMA assessment at the beginning of the school year and also at the end of the first semester. Once the results are posted, teachers set up instructional strategies to help the students fill in the missing gaps. Currently, all Pre-Kindergarten, Kindergarten, and first grade teachers are trained and utilizing DMA.

Teachers are expected to incorporate literacy strategies into their daily instruction. The teachers have received valuable training on literacy strategies in order to help students increase reading fluency, comprehension and improve individual reading abilities. The building administration conducts literacy walkthroughs on a consistent basis. The walkthrough provides a snapshot of instructional practices at the school and insight as to the depth of student engagement. The results from the walkthrough help to create ongoing dialogue with teachers. Support and encouragement is always the goal of the literacy walkthrough.

6. School Leadership:

At Clermont Northeastern Elementary, the leadership structure consists of collaboration between the administration (Principal and Dean of Students) and grade level instructional leaders. This team works to ensure proper procedures are in place, teacher and student needs are being met, resources and support are given when needed and communication is open to all stakeholders. The administration and instructional leaders meet on a monthly basis.

The administration attends all TIAT (Teacher Intervention Assistance Team) meetings, IEP (Individualized Educational Plan) meetings, some parent-teacher conferences when deemed appropriate and/or necessary, attendance hearings and weekly grade level meetings. Teachers are required to turn in weekly lesson plans. The administration looks for outstanding ideas or activities within the lesson plans and shares the ideas with the building through email.

In an effort to assure a solid curriculum alignment with no gaps, CNE administration uses creative scheduling with art, music and physical education teachers to free a grade level representative from grades K-5. This allows extended meeting time to solidify curricular alignment. During the past three years, the administration has pushed for math and language arts to be vertically aligned with kindergarten through fifth grade. This endeavor has been very beneficial considering the kindergarten and fifth grade are housed in other buildings within the district. Much discussion has taken place between the teacher representatives during the alignment process. Recently, the language arts and math document was finalized and shared with all the elementary teachers including the kindergarten and fifth grade staff.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Achievement Test

Edition/Publication Year: 2009/2008/2007/2006/2005 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	94	94	95	89	70
% Advanced	25	23	27	27	12
Number of students tested	114	108	126	136	114
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	6	1	1
Percent of students alternatively assessed	1	0	4	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	91	95	92	80	53
% Advanced	27	22	19	15	9
Number of students tested	45	38	47	46	34
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	75	81	90	78	65
% Advanced	18	10	16	0	12
Number of students tested	28	21	31	18	17
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: Ohio Achievement Test

Edition/Publication Year: 2009/2008/2007/2006/2005 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	86	75	92	83	81
% Advanced	41	28	38	42	43
Number of students tested	114	108	126	136	114
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	1	6	1	1
Percent of students alternatively assessed	1	0	4	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	82	71	92	65	65
% Advanced	29	29	21	24	35
Number of students tested	45	38	47	46	34
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	71	67	87	56	71
% Advanced	11	5	19	17	29
Number of students tested	28	21	31	18	17
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: Ohio Achievement Test

Edition/Publication Year: 2009/2008/2007/2006/2005 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	86	76	88	92	70
% Advanced	17	14	13	29	26
Number of students tested	107	125	132	120	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	6	0	2	0
Percent of students alternatively assessed	2	5	0	2	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	81	62	80	83	69
% Advanced	7	16	4	6	25
Number of students tested	41	45	45	36	32
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	63	67	85	67	38
% Advanced	8	11	0	10	13
Number of students tested	24	36	27	21	24
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: Ohio Achievement Test

Edition/Publication Year: 2009/2008/2007/2006/2005 Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	88	87	89	91	77
% Advanced	6	7	9	9	4
Number of students tested	107	125	132	120	145
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	6	0	2	0
Percent of students alternatively assessed	2	5	0	2	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	88	82	78	78	73
% Advanced	2	4	7	6	9
Number of students tested	41	45	45	36	33
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	88	70	82	71	42
% Advanced	4	8	0	10	0
Number of students tested	24	36	27	31	24
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: